Knightsville Elementary

847 Orangeburg Road
Summerville, South

Grades	PK-5 Elementary School	
Enrollment	988 Students	
Principal	Anita Ruff-Putillion	843-873-4851
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Good**	**Average**
2008	Average	At-Risk
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating
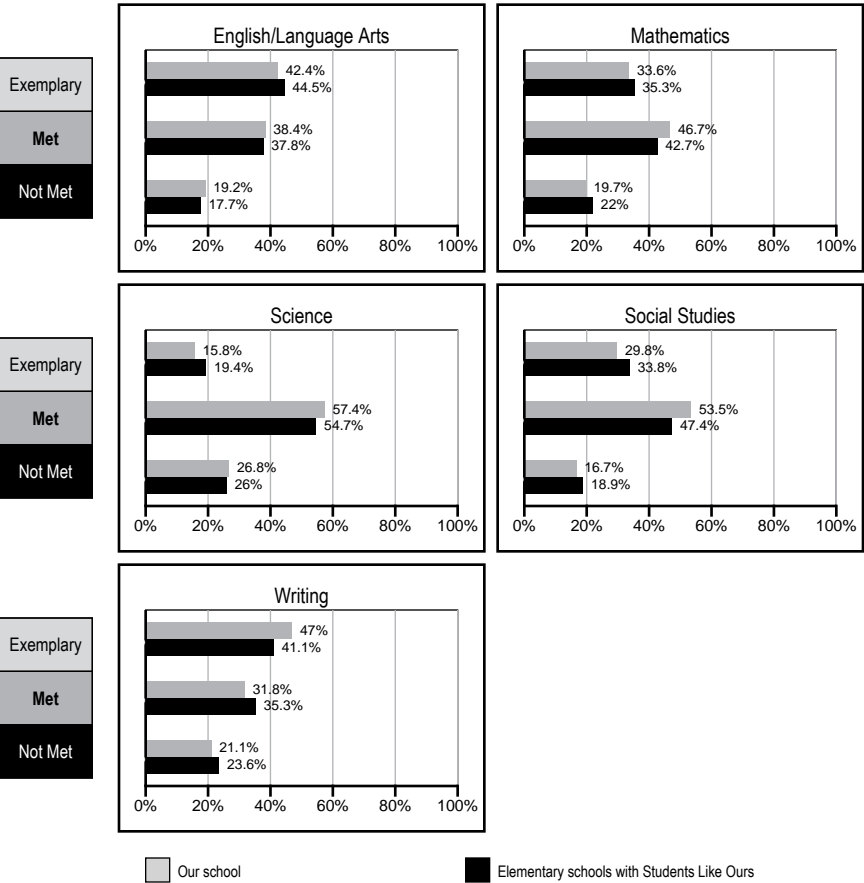
Percent of students tested in 2008-09 whose 2007-08 test scores were located | **92.8%**

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
20	34	41	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	42.4%	44.5%
Met	38.4%	37.8%
Not Met	19.2%	17.7%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	33.6%	35.3%
Met	46.7%	42.7%
Not Met	19.7%	22%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	15.8%	19.4%
Met	57.4%	54.7%
Not Met	26.8%	26%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	29.8%	33.8%
Met	53.5%	47.4%
Not Met	16.7%	18.9%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	47%	41.1%
Met	31.8%	35.3%
Not Met	21.1%	23.6%

☐ Our school   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=988)				
First graders who attended full-day kindergarten	100.0%	Up from 98.7%	100.0%	100.0%
Retention rate	2.1%	Down from 3.3%	1.7%	1.9%
Attendance rate	95.9%	No Change	96.4%	96.3%
Eligible for gifted and talented	10.1%	Down from 13.2%	15.0%	10.0%
With disabilities other than speech	4.9%	Down from 5.3%	7.2%	7.7%
Older than usual for grade	0.7%	Up from 0.3%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	3.2%	Down from 3.9%	0.0%	0.0%
Teachers (n=67)				
Teachers with advanced degrees	40.3%	Down from 42.6%	61.3%	59.4%
Continuing contract teachers	65.7%	Down from 68.9%	83.0%	80.0%
Teachers with emergency or provisional certificates	1.8%	Down from 6.7%	0.0%	0.0%
Teachers returning from previous year	71.4%	Down from 72.1%	88.8%	85.9%
Teacher attendance rate	94.7%	Up from 94.4%	95.1%	95.1%
Average teacher salary*	$44,589	Up 2.0%	$48,133	$47,149
Professional development days/teacher	10.9 days	Up from 9.6 days	11.3 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.7 to 1	19.3 to 1	18.8 to 1
Prime instructional time	88.4%	No Change	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	$7,613	Up 17.8%	$6,975	$7,458
Percent of expenditures for instruction**	63.8%	Down from 67.3%	69.1%	68.8%
Percent of expenditures for teacher salaries**	59.4%	Down from 63.9%	62.3%	63.2%

*　Includes current year teachers contracted for 185 or more days.

**　Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Knightsville Elementary is a Title 1 school that is home to 978 "ROARing Jaguars" from 3-year-old special-needs students through 5th grade students, as well as 130 faculty and staff members. We continue to have a strong network of parent volunteers, PTA, School Improvement Council, Business Partners, and community.

Academic achievement and safety are top priorities at Knightsville. Our dedicated staff strives to move every student to higher levels of learning. This year we were very fortunate to have a Title 1 Facilitator and Instructional Technology Specialist for enriched support. This support included data analysis, modeling lessons, providing academic, as well as technology workshops, organizing parental involvement activities, and many other supportive roles. After-school tutoring was offered for identified students in grades two through five. Student progress was monitored though data provided by Measures of Academic Progress (MAP). Response to Intervention (RTI) and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) help to meet the challenges and changes of our growing population. This data is used to develop appropriate interventions for students that fall in the Intensive and Strategic groups. DIBELS is the assessment piece used to gather data about our students. The continuation of Compass software and FASTT Math during daily computer time allowed for increased differentiation of literacy and math. Small group literary instruction was provided for at-risk kindergarten, first, second, and third grade learners.

Our second year as a PBIS (Positive Behavioral Interventions and Supports) school has resulted in fewer bus and classroom referrals and truly benefited our students. It has an instructional focus where school expectations are clearly defined and modeled for our students. It teaches social behavior, consequently maximizing instructional time and student achievement. In addition to academics, Knightsville Elementary seeks to enrich our students with extracurricular activities including Chorus, Student Council, Recycling Team, Safety Patrol, Steel Drums, Tone Chimes, Dance Team, Lego Club, Jagettes, as well as volunteer-run after-school clubs. We participated in several service learning projects such as United Way, Jump Rope for Heart, and Relay for Life.

Our major challenges for the 2009-2010 school year will be to continue to use data to drive instructional decisions so that all of our children reach their fullest potential; to maximize instructional time so that students will experience every opportunity to learn; and to continue closing the achievement gap of social-economic, racial, and gender divides. These challenges will be addressed through continued dialogue and examination of test data and sustained on-going staff development.

Through efforts of capable and eager students, an excellent faculty and staff, committed and involved parents, and the support of our community, we continually strive for academic excellence and come closer to our goal.

Anita Ruff Putillion, Principal
Sandy Conroy, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	93	84
Percent satisfied with learning environment	96.7%	84.8%	89.2%
Percent satisfied with social and physical environment	96.7%	81.3%	89.3%
Percent satisfied with school-home relations	88.5%	82.8%	80.5%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress — YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status — CSI-DELAY

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	446	99.8	19	39.2	41.9	89.8	89.3	82.8	Yes	Yes
Gender										
Male	218	99.5	23.5	38.3	38.3	84.7	86.4	79.3	N/A	N/A
Female	228	100	14.6	40	45.4	94.6	92.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	302	99.7	14.5	39.1	46.4	90.6	92.9	89.5	Yes	Yes
African American	115	100	31.6	39.8	28.6	85.7	82.3	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93.3	92.3	I/S	I/S
Hispanic	17	100	25	18.8	56.3	100	82.7	76.5	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	92.8	82.5	I/S	I/S
Disability Status										
Disabled	37	100	64.7	29.4	5.9	44.1	59.6	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	77.7	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	208	100	29.1	43.6	27.4	85.5	81.9	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	446	99.8	19.5	47.4	33.2	87.5	85.8	78.9	Yes	Yes
Gender										
Male	218	99.5	19.4	46.4	34.2	85.2	85.2	77	N/A	N/A
Female	228	100	19.5	48.3	32.2	89.8	86.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	302	99.7	14.1	45.7	40.2	92	91.5	87.2	Yes	Yes
African American	115	100	36.7	48	15.3	72.4	74.4	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.8	93	I/S	I/S
Hispanic	17	100	12.5	56.3	31.3	100	80.4	76	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	94.2	79.5	I/S	I/S
Disability Status										
Disabled	37	100	55.9	38.2	5.9	58.8	57.1	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	208	100	30.2	50.8	19	80.4	76.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	303	100	26.4	56.5	17.1	73.6	75.3	67.5
Gender								
Male	158	100	26.4	52.8	20.8	73.6	75	67
Female	145	100	26.4	60.8	12.8	73.6	75.8	68
Racial/Ethnic Group								
White	209	100	21.2	57.1	21.7	78.8	83.8	79.5
African American	74	100	41.9	53.2	4.8	58.1	57	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	12	100	27.3	54.5	18.2	72.7	70.5	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	83.3	71.2
Disability Status								
Disabled	23	100	57.1	23.8	19	42.9	42.2	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	66.7	59.6
Socio-Economic Status								
Subsized meals	139	100	40.5	53.4	6	59.5	59.9	55.1
Social Studies								
All Students	307	100	16.5	54	29.5	83.5	81.2	72.3
Gender								
Male	140	100	20	47.2	32.8	80	80.9	71.5
Female	167	100	13.7	59.5	26.8	86.3	81.4	73.2
Racial/Ethnic Group								
White	204	100	14.3	51.9	33.9	85.7	86.7	80.7
African American	82	100	24.6	55.1	20.3	75.4	69.9	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	91.5	88.5
Hispanic	13	100	8.3	75	16.7	91.7	73.6	68
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	95.2	72.2
Disability Status								
Disabled	28	100	50	42.3	7.7	50	53.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	74.6	67.9
Socio-Economic Status								
Subsized meals	152	100	28	54.5	17.4	72	70.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

Writing

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
All Students	441	98.9	21.1	31.8	47	78.9	81.7	70.2	95.9	96.2
Gender										
Male	215	98.1	24.2	39.7	36.1	75.8	76	63.2	96.1	96.1
Female	226	99.6	18.3	24.5	57.2	81.7	87.5	77.5	95.7	96.3
Racial/Ethnic Group										
White	302	98.7	18.9	32	49.1	81.1	86.9	79.1	95.7	96
Africian American	111	99.1	29	30	41	71	70.9	57.6	96.4	96.4
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	88.6	86.2	96.9	97.1
Hispanic	17	100	6.3	50	43.8	93.8	78.9	62.6	95.5	96.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	88.4	68.7	95.1	95.8
Disability Status										
Disabled	36	86.1	65.5	31	3.4	34.5	37.7	26.1	95.5	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	98.1
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	70.2	61.2	95.9	96.3
Socio-Economic Status										
Subsized meals	197	100	30.2	35.2	34.6	69.8	70.2	58.9	95.2	95.5

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PASS Performance By Grade Level

Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts						
2009						
3	154	99.4	16.5	28.8	54.7	83.5
4	165	100	21.2	39	39.7	78.8
5	127	100	19	51.7	29.3	81
6	N/A	N/AV	N/A	N/A	N/A	N/A
7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics						
2009						
3	154	99.4	19.4	40.3	40.3	80.6
4	165	100	21.9	51.4	26.7	78.1
5	127	100	16.4	50.9	32.8	83.6
6	N/A	N/AV	N/A	N/A	N/A	N/A
7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A
Science						
2009						
3	77	100	25.8	39.4	34.8	74.2
4	165	100	28.1	63.7	8.2	71.9
5	61	100	22.8	57.9	19.3	77.2
6	N/A	N/AV	N/A	N/A	N/A	N/A
7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies						
2009						
3	76	100	19.2	46.6	34.2	80.8
4	165	100	13.7	56.2	30.1	86.3
5	66	100	20.3	57.6	22	79.7
6	N/A	N/AV	N/A	N/A	N/A	N/A
7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing						
2009						
3	152	98.7	22.3	25.9	51.8	77.7
4	162	98.8	26	30.1	43.8	74
5	127	99.2	13.7	41	45.3	86.3
6	N/A	N/AV	N/A	N/A	N/A	N/A
7	N/A	N/AV	N/A	N/A	N/A	N/A
8	N/A	N/AV	N/A	N/A	N/A	N/A

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